### Unworldly: Lesson 1

| Lesson objectives: | | |
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| * Identify major objects in our Solar System * Understand future plans and motivations for Solar System exploration | | |
| Assessment: | | |
| * Exit questions * Classwork | | |
| Key Points: | | |
| * This is the first lesson of the Unworldly Creative Writing and Journalism unit where we will be learning about outer space and creating a futuristic colony * We will begin by introducing expectations of this unit: what we will be reading, what our focus will be, what our end goals are * As an entry point into the unit, students will learn about the objects that make up outer space and discover why space exploration poses benefits for us * The class will watch a video on asteroid mining and learn why researchers are interested in this * Independently, students will read an article and respond to comprehension questions. | | |
| Component: | Teacher & Student Actions | Materials |
| Do Now | * Do Now: Do you know all the planets in our Solar System? Make a list of the ones you know. | [Lesson 1 handout](https://docs.google.com/document/d/1mqo8NZ_PctNugR9Yqz0f2XAJ-JTQhOsDebVNd7ndHtM/edit?usp=sharing), piece of paper or student journal |
| Introduction of Unworldly | * Introduce unit expectations, assignments, and schedule * Distribute and discuss the Note to Students | Slides  [Note to Students](https://drive.google.com/file/d/15Xv7lYpTZRvSWm-3FrfaCnV6WY4MaOSg/view?usp=sharing) |
| Mini-Lesson | * Review the solar system. * Introduce what asteroids are and why there is interest in mining them. Talk about the demand for rare metals on Earth because of electronics, renewables and other factors, as well as environmental and supply issues from conventional mining. | Slides  [Video](https://www.youtube.com/watch?v=wSbVK-PpHTc&embeds_referring_euri=https%3A%2F%2Fdocs.google.com%2F&embeds_referring_origin=https%3A%2F%2Fdocs.google.com&source_ve_path=Mjg2NjY&feature=emb_logo) |
| Guided Practice | * Watch a short video on asteroid mining and discuss |  |
| Independent Practice | * Students read an article independently, with a partner or in groups and respond to comprehension questions   + About how many miles is the asteroid Psyche from the Sun?   + An Astronomical Unit is the distance between the Sun and what?   + In what year was the asteroid Psyche discovered? | [Lesson 1 Handout](https://docs.google.com/document/d/1mqo8NZ_PctNugR9Yqz0f2XAJ-JTQhOsDebVNd7ndHtM/edit?usp=sharing) |
| Guided Practice | * Review/discuss comprehension tickets * Learn about NASA’s asteroid 16 Psyche mission | Slides  [Video](https://www.youtube.com/watch?v=PeO5npsSQmc)  [Optional Link](https://www.youtube.com/watch?v=PeO5npsSQmc) |
| Closing | * Turn in handouts * Ask students to complete Daily learning log * Complete exit ticket   + What is asteroid mining? Does it seem possible? Explain. | [Lesson 1 handout](https://docs.google.com/document/d/1mqo8NZ_PctNugR9Yqz0f2XAJ-JTQhOsDebVNd7ndHtM/edit?usp=sharing), piece of paper or student journal  [Daily Learning Log](https://docs.google.com/document/d/1lV3IBvZ5c2RfK0zQh5i4gHxMzpncuVXwCRJVmZnMfks/copy) |
| Differentiation Considerations: | | |
| * Group seating * Popcorn reading (can assign students parts of the reading and allow for review before reading out loud) * Students or groups can have extra teacher-support where needed * Previewing comprehension questions before reading the article * Use of additional models of the solar system | | |
| **Standard(s):** | | |
| **Common Core Standards** | | |

### Unworldly: Lesson 2

| Lesson objectives: | | |
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| * Explain the technologies, past, present and future, which help to sustain astronauts on missions. * Describe some of the history of the “Space Food” that early and current astronauts have used on missions. | | |
| Assessment: | | |
| * Exit questions * Classwork | | |
| Key Points: | | |
| * In this lesson, students will continue their introduction to space exploration by learning about food in space. * Space food has changed considerably since its first uses in the 1960s, however, technological advances are necessary before humans are able to produce sufficient off-Earth food. Scientists are currently looking at many potential new food technologies for future astronauts and others. * The class will watch videos on space food and learn how researchers are looking to create sustainable food sources for space * Independently, students will read an article and respond to comprehension questions. | | |
| Component: | Teacher & Student Actions | Materials |
| Do Now | * Do Now: What is your favorite meal? Do you know all the ingredients and cooking methods for it? | [Lesson 2 handout](https://docs.google.com/document/d/1mqo8NZ_PctNugR9Yqz0f2XAJ-JTQhOsDebVNd7ndHtM/edit?usp=sharing), piece of paper or student journal |
| Mini-Lesson | * Watch and discuss a series of videos on about NASA’s Deep Space Food Challenge and space food. | Slides  [Video 1](https://www.youtube.com/watch?v=es4CpOY3Xuk)  [Video 2](https://www.youtube.com/watch?v=zpkUjrC3-Ds)  [Video 3](https://www.youtube.com/watch?v=AZx0RIV0wss) |
| Independent Practice | * Students read an article independently, with a partner or in groups and respond to comprehension questions   + How long would it take to grow a million-person population on Mars that doesn't rely on food from Earth?   + What is identified as the major limiting factor for growing food on Mars?   + What are the three main categories of food sources suggested by Cannon? | [Lesson 2 handout](https://docs.google.com/document/d/1mqo8NZ_PctNugR9Yqz0f2XAJ-JTQhOsDebVNd7ndHtM/edit?usp=sharing) |
| Closing | * Turn in handouts * Ask students to complete Daily learning log * Complete exit ticket   + Would you be able to make your favorite foods on a Martian colony? What would you need to change? | [Lesson 2 handout](https://docs.google.com/document/d/1mqo8NZ_PctNugR9Yqz0f2XAJ-JTQhOsDebVNd7ndHtM/edit?usp=sharing), piece of paper or student journal  [Daily Learning Log](https://docs.google.com/document/d/1lV3IBvZ5c2RfK0zQh5i4gHxMzpncuVXwCRJVmZnMfks/copy) |
| Differentiation Considerations: | | |
| * Group seating * Popcorn reading (can assign students parts of the reading and allow for review before reading out loud) * Students or groups can have extra teacher-support where needed * Previewing comprehension questions before reading the article | | |
| **Standard(s):** | | |
| **Common Core Standards** | | |

### Unworldly: Lesson 3

| Lesson objectives: | | |
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| * Identify Ray Bradbury as an important American Science Fiction author * Analyze the short story "The Green Morning” * Discuss and analyze the concept of world-building in Bradbury's storytelling | | |
| Assessment: | | |
| * Exit questions * Classwork | | |
| Key Points: | | |
| * Introduction to Ray Bradbury and his significance in literature * Analysis of "The Green Morning" focusing on characters, setting, and plot * Understanding the concept of world-building in literature * Identifying techniques used by Bradbury to create immersive fictional worlds | | |
| Component: | Teacher & Student Actions | Materials |
| Do Now | * Do Now: Reflect on a book or story that transported you to a different world. What was it? Describe the world. Share with a partner. | [Lesson 3 handouts](https://docs.google.com/document/d/1GXnDgAHT6Ir7wd-lkVIIoP3epPBVXBszFYdGprGyuSE/edit?usp=sharing), piece of paper or student journal |
| Mini-Lesson | * Introduce the lesson by discussing the importance of authors in shaping our understanding of the world. Ask students to share from their Do Now prompt answers. * Introduce students to Ray Bradbury. | Slides |
| Independent/Group Practice | * Students read the short story “The Green Mile” with a partner or in groups and respond to comprehension questions   + Why are trees so important to people on Mars?   + Why does Benjamin Driscoll start planting trees?   + How long did Benjamin Driscoll plant trees before it rained? | [Lesson 3 handouts](https://docs.google.com/document/d/1GXnDgAHT6Ir7wd-lkVIIoP3epPBVXBszFYdGprGyuSE/edit?usp=sharing) |
| Guided Practice | * Provide guided questions for students to discuss and analyze the world-building aspects in "The Green Morning." * Connect this to the goal of the Unworldly unit of creating a newspaper based on a fictional space colony/settlement. |  |
| Closing | * Turn in handouts * Ask students to complete Daily learning log * Complete exit ticket   + Would you be able to make your favorite foods on a Martian colony? What would you need to change? | [Lesson 3 handouts](https://docs.google.com/document/d/1GXnDgAHT6Ir7wd-lkVIIoP3epPBVXBszFYdGprGyuSE/edit?usp=sharing), piece of paper or student journal  [Daily Learning Log](https://docs.google.com/document/d/1lV3IBvZ5c2RfK0zQh5i4gHxMzpncuVXwCRJVmZnMfks/copy) |
| Differentiation Considerations: | | |
| * Group seating * Popcorn reading (can assign students parts of the reading and allow for review before reading out loud) * Students or groups can have extra teacher-support where needed * Previewing comprehension questions before reading the article | | |
| **Standard(s):** | | |
| **Common Core Standards**   * CCSS.ELA-LITERACY.RL.10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. | | |

### Unworldly: Lesson 4

| Lesson objectives: | | |
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| * Identify Octavia Butler as an important American Science Fiction author * Analyze an excerpt from The Parable of the Sower * Discuss and analyze the concept of world-building in Butler’s storytelling | | |
| Assessment: | | |
| * Exit questions * Classwork | | |
| Key Points: | | |
| * Introduction to Octavia Butler and her significance in literature and American culture * Analysis of "Parable of the Sower focusing on characters and setting * Understanding the concept of world-building in literature * Identifying techniques used by Butler to create immersive fictional worlds | | |
| Component: | Teacher & Student Actions | Materials |
| Do Now | * Do Now: Describe how you envision the United States in 30 years. Be as descriptive as possible. | [Lesson 4 handouts](https://docs.google.com/document/d/16eM6ZfY6wsxbE0VS9vmnUuYGOykDYjSBsPARyYUxZcE/edit?usp=sharing) piece of paper or student journal |
| Mini-Lesson | * Introduce students to Octavia Butler and watch the short video. | Slides |
| Independent/Group Practice | * Students read an excerpt from “Parable of the Sower” with a partner or in groups and respond to comprehension questions   + What is the Window Wall?   + What illegal business did the Yannis family run, and how did it help them and the neighborhood?   + Why are people in the neighborhood upset about the money spent on space trips?   + How does the protagonist view space exploration and colonization in contrast to her father's perspective? | [Lesson 4 handouts](https://docs.google.com/document/d/16eM6ZfY6wsxbE0VS9vmnUuYGOykDYjSBsPARyYUxZcE/edit?usp=sharing)  Parable of the Sower excerpt as available at https://theportalist.com/parable-of-the-sower-excerpt-octavia-butler |
| Guided Practice | * Provide guided questions for students to discuss and analyze the world-building aspects in "Parable of the Sower." * Connect this to the goal of the Unworldly unit of creating a newspaper based on a fictional space colony/settlement. |  |
| Closing | * Turn in handouts * Ask students to complete Daily learning log * Complete exit ticket   + What kind of information can you provide a reader to help them understand the world of your characters? | [Lesson 4 handouts](https://docs.google.com/document/d/16eM6ZfY6wsxbE0VS9vmnUuYGOykDYjSBsPARyYUxZcE/edit?usp=sharing), piece of paper or student journal  [Daily Learning Log](https://docs.google.com/document/d/1lV3IBvZ5c2RfK0zQh5i4gHxMzpncuVXwCRJVmZnMfks/copy) |
| Differentiation Considerations: | | |
| * Group seating * Popcorn reading (can assign students parts of the reading and allow for review before reading out loud) * Students or groups can have extra teacher-support where needed * Previewing comprehension questions before reading the article | | |
| **Standard(s):** | | |
| **Common Core Standards**   * . | | |

### Unworldly: Lesson 5

| Lesson objectives: | | |
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| * Describe the basic structure of a news article * Explain the most common “news beats” * Describe the key elements that should be included in an effective news article lead and headline | | |
| Assessment: | | |
| * Exit questions * Classwork | | |
| Key Points: | | |
| * Introduction to journalism and key elements such as story leads, headlines and news beats * Practice creating story leads and headlines * Discussion of news beats and how beats will be selected as a process for creating the newspaper final project | | |
| Component: | Teacher & Student Actions | Materials |
| Do Now | * Do Now: What are some news outlets you are aware of? Do you have any favorites? | [Lesson 5 handouts](https://docs.google.com/document/d/1FL07TZbdFdPnO80mF2OZYLRYQBaV3bN2IHXCT0b361U/edit?usp=sharing), piece of paper or student journal |
| Mini-Lesson | * Review where in the Unworldly unit we are at and transition students to start thinking about the final project of creating a newspaper. * Introduce students to journalism, story leads, and the inverted pyramid. | Slides |
| Guided Practice | * Guide students through drafting story leads using key facts about an event. |  |
| Partner Practice | * Students will work through creating story leads with a partner | [Lesson 5 handouts](https://docs.google.com/document/d/1FL07TZbdFdPnO80mF2OZYLRYQBaV3bN2IHXCT0b361U/edit?usp=sharing) |
| Mini-Lesson & Guided Practice | * Introduce the concept of headlines to students and review the do’s and don’ts of headlines. Guide students through crafting a headline and analyzing samples. * Introduce students to news beats and connect this to the newspaper articles they will be writing. Tell students everyone will be writing an article for a variety of different beats. |  |
| Closing | * Prime students for what will be happening in the next several lessons: world-building and article writing. * Turn in handouts * Ask students to complete Daily learning log * Complete exit ticket   + What news beat would you be interested in covering for the newspaper project? | [Lesson 5 handouts](https://docs.google.com/document/d/1FL07TZbdFdPnO80mF2OZYLRYQBaV3bN2IHXCT0b361U/edit?usp=sharing), piece of paper or student journal  [Daily Learning Log](https://docs.google.com/document/d/1lV3IBvZ5c2RfK0zQh5i4gHxMzpncuVXwCRJVmZnMfks/copy) |
| Differentiation Considerations: | | |
| * Group seating * Popcorn reading (can assign students parts of the reading and allow for review before reading out loud) * Students or groups can have extra teacher-support where needed * Previewing comprehension questions before reading the article | | |
| **Standard(s):** | | |
| **Common Core Standards** | | |

### Unworldly: Lesson 6

| Lesson objectives: | | |
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| * Use their imagination and creativity to design a new world * Describe the key elements that should be considered when world-building for creative writing * Collaborate with peers to make collective decisions | | |
| Assessment: | | |
| * Exit questions * Classwork | | |
| Key Points: | | |
| * Continued discussion around the concept of world-building in creative writing * Consideration of key elements for the futuristic space settlement “world” students are creating such as planet name, climate, settlement age, population, food, jobs, entertainment, transportation, etc. * Collaboration as a class to make collective decisions on the world they are building * Use of imagination and creativity to design a futuristic outer space settlement | | |
| Component: | Teacher & Student Actions | Materials |
| Do Now | * Do Now: What are some news outlets you are aware of? Do you have any favorites? | [Lesson 6 handouts](https://docs.google.com/document/d/1u-N0sC-hq-u7NcbhbyS_idtrgO1TkkGVjdEmv_dbm9A/edit?usp=sharing), piece of paper or student journal |
| Mini-Lesson | * Review where in the Unworldly unit we are at and transition students to start thinking about the final project of creating a newspaper. * Introduce students to journalism, story leads, and the inverted pyramid. | Slides |
| Guided Practice | * Guide students through drafting story leads using key facts about an event. |  |
| Partner Practice | * Students will work through creating story leads with a partner | [Lesson 6 handouts](https://docs.google.com/document/d/1u-N0sC-hq-u7NcbhbyS_idtrgO1TkkGVjdEmv_dbm9A/edit?usp=sharing) |
| Mini-Lesson & Guided Practice | * Introduce the concept of headlines to students and review the do’s and don’ts of headlines. Guide students through crafting a headline and analyzing samples. * Introduce students to news beats and connect this to the newspaper articles they will be writing. Tell students everyone will be writing an article for a variety of different beats. |  |
| Closing | * Prime students for what will be happening in the next several lessons: world-building and article writing. * Turn in handouts * Ask students to complete Daily learning log * Complete exit ticket   + What news beat would you be interested in covering for the newspaper project? | [Lesson 6 handouts](https://docs.google.com/document/d/1u-N0sC-hq-u7NcbhbyS_idtrgO1TkkGVjdEmv_dbm9A/edit?usp=sharing), piece of paper or student journal  [Daily Learning Log](https://docs.google.com/document/d/1lV3IBvZ5c2RfK0zQh5i4gHxMzpncuVXwCRJVmZnMfks/copy) |
| Differentiation Considerations: | | |
| * Group seating * Popcorn reading (can assign students parts of the reading and allow for review before reading out loud) * Students or groups can have extra teacher-support where needed | | |
| **Standard(s):** | | |
| **Common Core Standards**   * CCSS.ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | | |

### Unworldly: Lesson 7

| Lesson objectives: | | |
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| * Incorporate creative and imaginative elements in writing * Create a cohesive and engaging newspaper article * Utilize descriptive language to bring a fictional space colony to life | | |
| Assessment: | | |
| * Exit questions * Classwork | | |
| Key Points: | | |
| * Students will select their beat and write their article * Students will have the opportunity to peer review each other’s articles * Students will work together to put their stories into a newspaper format | | |
| Component: | Teacher & Student Actions | Materials |
| Do Now | * Do Now: Consider the newspaper article headlines below and match them with the beat category they would fall under. | [Lesson 7 handouts](https://docs.google.com/document/d/19DaRKp-M2azvPRgiDrQQ5Er8dV9OMmotfVf_SVGDWf8/edit?usp=sharing), piece of paper or student journal |
| Mini-Lesson | * Review the story beats and ask students to select the beat they want to write for. Remind students about the need for variety. If students cannot choose on their own, help them to draw a beat name randomly or assign beats to students. * Review key guidance and reminders around getting started with writing their articles.   + Including the BreakFree competition and rubric | Slides |
| Independent Practice | * Allow time for students to write their article | [Lesson 7 handouts](https://docs.google.com/document/d/19DaRKp-M2azvPRgiDrQQ5Er8dV9OMmotfVf_SVGDWf8/edit?usp=sharing) |
| Partner Practice | * Students will work with partners to offer feedback on their article drafts using the peer review handout | [Peer Review Handout](https://drive.google.com/file/d/1Ud8moxzXNxgfqb5Zn9mW216J9vRlkTuT/view?usp=sharing) |
| Group Practice | * Students will put together their articles in a nice format for the final newspaper product |  |
| Closing | * Turn in handouts * Ask students to complete Daily learning log * Complete exit ticket   + Share a brief summary of your article with a partner. Write down what your partner is writing about. | [Lesson 7 handouts](https://docs.google.com/document/d/19DaRKp-M2azvPRgiDrQQ5Er8dV9OMmotfVf_SVGDWf8/edit?usp=sharing), piece of paper or student journal  [Daily Learning Log](https://docs.google.com/document/d/1lV3IBvZ5c2RfK0zQh5i4gHxMzpncuVXwCRJVmZnMfks/copy) |
| Differentiation Considerations: | | |
| * Group seating * Students or groups can have extra teacher-support where needed | | |
| **Standard(s):** | | |
| **Common Core Standards**   * CCSS.ELA-LITERACY.W.10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * CCSS.ELA-LITERACY.W.10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | |